DOCUMENT RESUME

ED 144 680 PS 009 458

AUTHOR Storck, Patricia A.; Davies, Barbara K.
TITLE Aging: A Kindergarten Curriculum.
PUB DATE 77
NOTE 60p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Curriculum; Educational Resources; Elementary Education; Individual Differences; *Interpersonal Relationship; Kindergarten; *Kindergarten Children; *Learning Activities; *Older Adults; Primary Education; Resource Materials; *Socialization; Special Programs
IDENTIFIERS *Aging

ABSTRACT

This paper presents a curriculum for kindergarten children designed to increase children's understanding of the aging adult, make them aware of the likenesses and differences between the young and old adult, and encourage them to develop a friendship with an older adult. An introduction discusses the attention recently being given to aging and society's treatment of the aged. The curriculum presented includes (1) ideas for involving elderly individuals in the classroom; (2) guidelines for conducting separate orientation sessions for the aged participants and the students; (3) ideas for helping aged persons and students get acquainted; and (4) descriptions of several types of activities that can be directed by the aging individuals. Activities deal with such subjects as likenesses and differences, feelings, friends, pets and food. Included in each activity section are objectives, detailed directions, and lists of useful books and film strips. (SB)

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Aging: A Kindergarten Curriculum

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INTRODUCTION

President Jimmy Carter has proclaimed May as a month to recognize aging. In this declaration, the President has added further emphasis to a current national interest in aging. Although the appeal of this subject is not a recent development, there are new variations to an older theme.

Why this contemporary attention to the subject of aging? Is it because our changes of living to a ripe old age have improved so greatly? According to Richard H. Davis[1], the implications are these:

> This interest in aging is a response to a new phenomenon in our society. For the first time in the history of our country the older population is increasing in size while proportionately the younger generation is declining in numbers. With these growing numbers of older citizens comes an awareness of new or increased program needs, of different markets to develop, of necessary changes in public policy. The baby boom of the 40's has resulted in a large population of people now entering their thirties. The survival rate for these persons will be higher because of increasingly sophisticated medical technologists and advancements in the creating of supportive environments. Given thirty more years, our country's population pyramid will show a broad base of older citizens and a much smaller strata of the very young.

The study of aging is not new. In his book, The Psychology of Ageing, D. B. Bromley describes a number of research studies which took place in anciet civilizations. A number of these research projects concern increasing

longevity,[2] thus reflecting man's historical interest in the area. Throughout history, there has also been a great deal of attention to "Fountain of Youth" type research.[3]

There has been an almost continuous interest in the subject of aging from ancient times up to present. However, there seems to be an alteration in the emphasis. Much of the focus of study prior to the twentieth century concerned the preservation of youth or increasing life expectancy. And, in modern times, work continues to be done in these areas. However, with the shift in the age pyramid in our present society, and the increased longevity of life, we presently must focus our attention to some new matters. What happens when we reach some of these goals set by man throughout history? Davis points out some interesting statistics and implications:[4]

> Today there are 21.8 million people age sixty-five and over. This population is six and one half to seven times as large as the 65+ population of 1900. A child born in that year could expect to live to be about forty-eight years old. A child born in 1969 could expect to live to be about seventy. This explanation for this is that over the decades death rates for children and young adults have been reduced, consequently more people survive to old age. Those who in 1900 had already survived to age sixty-five could expect about five more years of life. So, the life expectancy is not all that much greater. What is making the difference in the number of older persons is the increased survival rate in childhood.
>
> However, those who are age sixty-five today can expect an additional fifteen years. Men can expect thirteen years, while

women can expect sixteen. The sex difference in life expectancy starts at birth when the disparity growing until there are 140 older women for every 100 older men.

Add to this information the fact that today's birth rate is the lowest in history (almost zero population growth). The prediction is that by the year 2000 there will be about thirty-three million older Americans. This is a dramatic increase. If major medical break-throughs occur, and if those working at prolongation of life succeed at all, even more dramatic changes can be anticipated. If deaths from cardio-vascular-renal diseases could be controlled, life expectancy could jump even higher.

If life expectancy were increased by only five more years, the effect would be so profound as to overturn our present economic and welfare institutions.

The implications of these facts are considerable and numerous. Will we, as a nation and as a people, be prepared? Can our economic institutions and welfare programs adjust? Will we as individuals be able to cope with the rising possibilities of early retirement followed by a number of years of unemployment? In future years, when we are the individuals classified as aged, how will we feel about ourselves and the age bracket with which we are categorized?

The significance that aging will hold in the future does not strike with the force of the energy crisis situation. But, like the energy crisis, the future overtones of this matter is a force to be reckoned with. Let us begin by understanding some realities about aging, and displacing some of the myths.

We seem to have a stereotype of the aging individual. Alex Comfort[5] describes it in these words:

> Let us look at the stereotype of the ideal aged American as past folklore presents it. He or she is a white-haired, inactive, unemployed person, making no demands on anyone, least of all the family, docile in putting up with loneliness, rip-offs of every kind, and boredom, and able to live on a pittance. He or she, although not demented, deficient in intellect and tiresome to talk to, because folklore says that old people are weak in the head, asexual, because old people are incapable of sexual activity, and it is unseemly if they are not. He or she is unemployable, because old age is second childhood and everyone knows that the old make a mess of simple work. Some credit points can be gained by visiting or by being nice to a few of these subhuman individuals, but most of them prefer their own company and the company of other aged unfortunates. Their main occupations are religion, grumbling, reminiscing and attending the funerals of friends. If sick, they need not, and should not, be actively treated, and are best stored in unsupervised institutions run by racketeers who fleece them and hasten their demise. A few, who are amusing or active, are kept by society as pets. The rest are displaying unpardonable bad manners by continuing to live, and even on occasion by complaining of their treatment, when society has declared them unpeople and their patriotic duty is to lie down and die.
>
> If this picture of aging offends you, visit a few of the places where old people are kept. If you dislike what you see, recognize

that you have a few years to change it before the stereotype hits you. If it has hit you already, you will know it better than anyone and you will want any help available to fight back.

Let us learn what is in store for us. Let is discover the realities of aging. Let is acquire vicariously, the experiences of those who have "been there." Let us learn about the alterations which might take place in our economic, welfare, and social institutions.

Perhaps, by so learning, we will understand our own future. Perhaps, by so understanding, we will like ourselves when we are aging individuals. And in the process comes an added benefit.

In the procedure of extracting information concerning our future from those who are aged, we communicate and share. This human interaction lends itself to bringing added meaning to the lives of those particular aging individuals. Our interest, communication, sharing, and time give a greater importance to these elderly persons. The entire process presents the possibilities of leading to a gift of giving ourselves to others.

LEARNING ABOUT AGING

Where do we begin in our quest for knowledge and understanding of aging? If we are to extract this information from those who have experienced this process first hand, where do we find these persons?

Past generations of Americans learned about the process of aging in the extended family environment. In this situation, possible three generations inhabited the same household. Daily contact and interaction among parents, grandparents, and grandchildren perpetuated a learning environment in the process of growing old. In contrast, the contemporary household of

today's mobile society generally consists of the parents and children. Contact with the older gen.ration may only include Sunday visits at Grandma's. Christmas dinner with the grandparents, or annual pilgrimages back home.

Most Americans will have to search outside of the home environment, and perhaps outside of the neighborhood, to meet those who are aging individuals. Numerous opportunities are available to us within these exterior boundaries of our existance.

For adults, there are a number of occasions offering contact with elderly persons. One might participate in programs for the aged sponsored through religious groups, social or philanthropic organizations, community activities, or volunteer programs organized by local, county, state, or federal government. The activities of these various projects might vary from entering at an area retirement home, training the aged in new skills, taking hot lunches to the elderly, reading to or writing letters for those with vision problems, to adoptive grandparent programs. The list of opportunities is virtually endless, allowing one to select specific programs which would meet individual needs, interests, and time allotment.

Some of these same opportunities are also available to the youth. The Girl Scounts, Boy Scouts, religious groups, Y-Teens, and other organizations might possibly offer the young these experiences. Some governmentally sponsored projects might also welcome the assistance of the youth.

However, a portion of this contact between the young and old.,of education in the process of growing old, might well take place within our schools. Our educational facilities could offer the child the occasion to make decisions about old age, rather than allowing society to declare the myths of aging. In the classroom environment, a child could conceptualize through his own medium, how he feels about the aging individual.

Is this not a departure from the role of the school as a place to learn academic subjects? Is the function of the school only to teach reading, writing, and arithmetic? John F. Travers[6] describes the situation as this:

> ... the expanding role of the school implies that the nature of the school itself is also changing. As society grows even more complex, the school is asked to carry an even greater share of society's burden. This means that the school's responsibility now extends far beyond its previous academic boundaries.
>
> Consequently, the curriculum must consist of a variety of experiences far removed from the older notion of reading, writing, and arithmetic. Havighurst notes that the modern school helps children in a variety of their developmental tasks. It provides learning experiences that aid development in (1) knowledge of the social world: history, politics, government, industry, population problems, vocations; (2) knowledge of the physical world: the structure of matter, geography, science, technology; (3) knowledge of self: the functioning of the human body, diet, disease, sex, emotional behavior, drugs; (4) aesthetic appreciation: music, art, literature, drama, architecture; (5) ethical values: the value of democracy, the nature of the world's great religions, the ethics of everyday living; and (6) physical skills: those necessary for enjoyable recreation, homemaking, and vocations.

A curriculum on aging, and its implications, would appropriately fall within the scope of the expanding role of the school.

Alex Comfort,[7] in his book, A Good Age, further elaborates on the role of education in preparation for growing old. He argues that:

> Education, similarly, is based on unpeople folklore. People aren't educated to live, however much mouthing is done by the education industry. They are educated to act as work-oriented kamikazes, one-way projectiles. Accordingly, they get from twelve to twenty years of educational training, after which they are, as it were, fired. There is no need to give them any but purely technological updating, because at the end of their trajectory they are designed to explore - no deposit, no return. With fewer children, earlier job ejection and more education and highly expecting citizens, this program is on its last legs. The education of the future, besides being lifelong, will have to be designed to further a second trajectory, not a one-shot mission, so as to generate lifetime pilots, not kamikazes.

Thus, Comfort is charging our educational facilities with the responsibility of educating our young as to their future.

Let us offer that part of development, learning about life - in its entirety, to our children. Let us prepare our youth for the second trajectory. Let us give the children the opportunity to make decisions about old age. Let us introduce the children to those who can help them to make these decisions, the aging individuals. Let us allow the child to conceptualize these feelings about aging in a medium which belongs to the child.

AGING: A CURRICULUM FOR KINDERGARTEN

This program is designed to be a supplementary unit of study for the Kindergarten child. The material provides activities and experiences which can be used for a period of two weeks, a month, or a year long program.

In creating such a unit of study for the five to six year old child, a number of criteria were considered. It is the objective of this curriculum to: 1) follow the patterns of child development, 2) provide activities and experiences tailored to the interests and attention span of the children, 3) stimulate coomunication between the young and the old, and 4) foster an opportunity to discover and understand some possible commonalities held by both the Kindergartener and the aging individual.

Additional criteria were considered in planning such a program for the classroom teacher. It is the intention of this curriculum to provide: 1) materials and activities tested and successfully demonstrated in a Kindergarten class; 2) a selection of activities, projects, discussion topics, and enrichment ideas from which choices of material can be made by the teacher; 3) an integrated program which ties together discussion, games, art, music, children's literature, math, science, poetry, and language development; 4) instructions for teacher-made activities which are easily and inexpensively made; and 5) lists of supplementary materials which should be fairly accessible to the teacher.

THE USE OF AGING INDIVIDUALS IN THE CLASSROOM

In order to give concrete experiences to the students involved in this unit, it is necessary to have elderly participants in the classroom. Many of the activities will lack meaning to the five or six year old if aging adults are not included. Other experiences will be greatly enhanced by the addition of the aged in the activities.

In order to locate aging individuals to participate in the class activities, a number of agencies and alternatives can be used. The following are just some of the opportunities you might find available in your own community:

School Helpers

In many schools, elderly persons are employed in some type of part time position within the facility. Part time custodians, cooks, or crossing guards may be available in the school.

Friends or Relatives of the Students

Many of the students may have a neighbor, grandparent, or elderly relative who lives close by. You might ask students in your class if they know of anyone who would be interested in participating, and then contact the parents of the students for further information.

Local Clergy

The clergy in your area might be familiar with a church member or area resident who might be an asset to the program.

Retirement Homes

If there is a retirement home in your area, consider contacting the director. The director should be aware of those who would be interested in participating in such a program. In addition, there are good possibilities for the students to visit the home and make some type of contribution to its residents.

Governmental Agencies

Check with the Family Planning Agency, Welfare Department, or locally or state sponsored programs which work with the aged. Many communities have some type of Golden-Agers centers or other organizations available to the aging.

Civic Organizations

A list of clubs and organizations in your community can usually be obtained through the Chamber of Commerce or Public Library. Through this list,

you might locate some organizations which work with elderly people or which consist of aging individuals.

PREPARING AN ORIENTATION FOR THE PARTICIPANTS

All participants in the unit, both young and old, will need some type of orientation to acquaint them with the program, school, and fellow participants. Consider separate orientations, one for the aged and one for the Kindergarten students. Both the younger and older participants need to know what to expect.

ORIENTATION FOR THE AGED PARTICIPANTS

Once you have selected the elderly adults who will be working with the class, invite them to visit the classroom, before or after school, when the students are not present. In this introduction to the school, the classroom, and the program, you might:

1. Provide the individuals with an opportunity to become acquainted with one another.

2. More fully explain the goals of this unit and provide answers to any questions.

3. Give a tour of the school or facility so that the participants know the location of the restrooms, lounge, cafeteria, fire exits, library, phone, and other important areas. This will help the participants to feel more comfortable in the setting, while helping them to feel confident that they can take care of their own needs.

4. Show the participants around the room or area they will be in with the children. This will aid in explaining the Kindergarten program, and lend an understanding as to the materials and portions of the room.

5. Teach the aging individuals some games that they can play with the students during the get acquainted session which will introduce the two groups. Examples of these games follow. The purpose of these is to give the young and old participants an opportunity to become acquainted on a small group basis.

6. Provide a schedule or overview of the events so that the elderly participants can make arrangements to come. This will also help them to know what to expect in the various situations.

ORIENTATION FOR THE STUDENTS

The Kindergarteners need preparations as to the events to take place, as well as to the new people they will meet. Prior to the get-acquainted session with the older participants, you might:

1. Describe the coming visitors and the activities the children will be doing with the visitors.

2. Go over the classroom rules, including appropriate behaviors and manners.

3. Help the students to learn the names of those who will be coming.

4. Divide the class into smaller groups, which will assist both the young and old in the getting acquainted period.

5. Give certain responsibilities to students such as helping with coats, offering chairs, assisting the visitors in finding certain locations of the school.

THE GET ACQUAINTED SESSION

This portion of the unit will consist of three phases. Suggested activities will provide opportunities to 1) learn names of the participants,

2) encourage a friendly environment through playing games, and 3) stimulate student interest in the aging individuals through activities directed by those older persons.

PHASE I: Learning Names

Advance Preparation

1. Make name tages from a durable material which will last for a period of time. Printing on the tags should be large and very legible.

Activity: Introducing a Partner

1. Divide all participants into groups of two.
2. Provide a few minutes for the partners to talk with each other. During this time, the partners should learn 1) the name of the other person, and 2) a special interest or favorite activity of his partner.
3. Each participant introduces his partner to the others.

Game: Zip, Zap, Zooie

Advance Preparation

1. The concept of left and right will be used in this game. If the students are still fairly unsure of left and right, tie a piece of yarn or make some type of mark on the right hand.

Playing the Game

1. All participants stand in a circle with a teacher or leader in the center.
2. Provide a few moments for those standing in the circle to learn the names of the persons on their left and right.

3. The teacher or leader, standing in the center of the circle, points to individuals in the circle formation, and says either ZIP, ZAP, or ZOOIE.

4. The person indicated by the teacher responds by:

ZIP: Stating the name of the person on the right

ZAP: Stating the name of the person on the left

ZOOIE: Stating his own name

Game: I Am Going to the Park

1. All participants sit in a circle formation.

2. The first person says, "I am going to the park. My name is Susan." The next person says, "I am going to the park with Susan. My name is Mrs. Smith." The following person says, "I am going to the park with Susan and Mrs. Smith. My name is Freddie." This continues until the names of all the participants have been said.

Song: "Won't You be my Friend"

1. This song is on the record Getting to Know Myself by Hap Palmer. The album is on the Activity Records label, by Educational Activities, Inc., New York.

2. Play song so that all participants can learn the simple chorus. Directions for a game to accompany the song are on the album cover.

PHASE II: Playing Games to Encourage a Friendly Environment

Advance Preparation

1. Pre-select a number of games and small group activities available to you. It is best if the students already have some knowledge as to the rules of the games. The games should be rather simple so that the elderly participants can easily learn how to play.

2. Divide students into small groups according to the number of aging individuals who are participating.

Games:

Many schools and educational facilities purchase enrichment and reinforcement games. If you do not have these available to you, many can be easily made or purchased at an inexpensive price.

1. Bingo: There are a number of commercially prepared types of Bingo games. They include: Alphabet Bingo, Color Bingo, Shape Bingo, Number Bingo, and Standard Bingo.

2. Lotto: Many schools have a variety of Lotto games. These might include: Farm Lotto, Zoo Lotto, Object Lotto, and Alphabet Lotto.

3. Flash Card games: You probably have a variety of games that you use with flash cards. Teach some of these games to the elderly participants to play with the students.

4. Card games: There are a number of inexpensive children's card games such as Fish, Slap Jack, Animal Rummy, and Hearts.

5. School Adopted Series: Many schools have adopted specific pre-primers or pre-reading programs. A number of these series include games for reinforcement activities.

PHASE III: Activities Directed by the Aging Individuals

Advance Preparation

1. You will need to pre-screen the aged participants to determine their interests and abilities.

2. Select activities according to materials and facilities available to you.

Activities

1. Story Time: An elderly person reads a story to a small group of students.

2. Cooking Activity: An aged participant directs some type of cooking activity with a small group. This might include applesauce, lemonade, baking cookies, no-bake cookies, Rice Crispy Bars, jello, or a number of other recipes geared to the interest and abilities of a Kindergartener.

3. Art Activity: Select some type of simple activity and prepare materials in advance. An elderly person would help a small group of students with the project.

4. Wood Working Activity: If one of the aged participants works with wood, and if you have materials available, you might wish to set up some type of activity with wood. The older person could teach the students how to make something or help the students to learn how to use the tools.

5. Sewing or Lacing Activity: If you have sewing or lacing cards available, you may wish to have an elderly participant work with a small group of students on this activity. Possibly the students could learn how to sew on a button or do some type of art project with sewing.

6. Gardening Activity: If you have a gardener participating with the group, you may have that person teach now to plant seeds, pot plants, and how to care for plants.

Stories to Read

Brandenberg, Franz. A Secret for Grandmother's Birthday. New York: Greenwillow Books, 1975.

Finfer, C., Wasserberg, E., & Weinberg, F. Grandmother Dear. New York: Follett Publishing Co., 1966.

Zolotow, C. My Grandson Lew. New York: Harper & Row, Publishers, 1974.

Songs

"Be My Friend." In Palmer, H. Getting to Know Myself. New York: Educational Activities, Inc., N.D.

"What is Your Name?" In Palmer, H., Learning Basic Skills Through Music, Vol. I. New York: Educational Activities, Inc., N.D.

"Who Are You?" Singing On Our Way. New York: Ginn & Company, 1949, p. 30.

Filmstrips

"From Childhood to Old Age." Boulder, Colorado: Learning Tree Filmstrips.

SECTION I: LIKENESSES AND DIFFERENCES

At this point, the Kindergarteners and aging individuals who are participating in this unit of study, have begun to establish a rapport. Now the emphasis will turn toward fostering an understanding of one another. The process begins by observing individual differences and shared commonalities of the age groups.

Objective

To examine individual differences and shared commonalities of the various age groups in order to lead to an understanding that people of all ages are the same in many aspects.

Discussion I

1. Pair sets of pictures, or live models, before the participants.
   a. Two babies or infants
   b. Two Kindergarten age children
   c. Two teenagers
   d. Two adults
   e. Two aged individuals

2. Discuss each of the pairs individually stressing SAME and DIFFERENT. The participants might note likenesses and differences in areas such as body parts, types of clothing worn, coloring of hair and eyes, and sizes. Further discussion might focus on what these people can do or would like to do (go to a park, fly a kite, see a movie, go to a circus, go to a birthday party, visit at a friend's house).

Discussion II

1. Mix the pairs of pictures or live models in the following order:
   a. A baby and a Kindergartener
   b. A baby and an adult
   c. A Kindergartener and an aging individual.
   d. A teenager and an adult
   e. A teenager and an aging individual

2. Discuss the individual pairs, stressing SAME and DIFFERENT. Similar topics, such as body parts, clothing, coloring of hair and eyes, and sizes, should reappear. Further discussion might include what both members in the pair would like to do or can do.

Art Activity I

1. Provide crayons and paper for the Kindergarteners.

2. Kindergarteners draw the picture of the person which they liked the most in the previous discussion.

3. In his own words, each child describes the person which he likes the most. The teacher, aging individuals, and those people in the room who are able to write, print the words of the Kindergarteners below the picture.

Discussion III

1. Divide students and aged persons into small discussion groups, each group will have a leader.
2. In the small groups, the participants share information on items such as:
   a. What is your favorite color?
   b. What is your favorite food to eat?
   c. What is your favorite TV program, and why?
   d. Where do you like to go in the car, and why?
   e. What is, or was, your favorite thing to do with your parents?
   f. What makes you happy?
   g. What do you like to do with your friends?
   h. What is the nicest thing anyone ever did for you?
3. As these topics are discussed, the leader might help to stress how some of the participants share some of the same interests or common likes and dislikes.

Art Activity II: Collage of faces of all age groups

1. The materials needed are:
   a. Assorted magazines and catalogs
   b. 9" X 12" construction paper
   c. Glue or paste
   d. Scissors
2. Students locate pictures of people in all age groups (babies, toddlers, Kindergarteners, older grade school children, teenagers, young adults, middle aged adults, and elderly people).
3. Cut out and paste pictures on the construction paper.

Variation of Activity

1. Divide students and aged participants into small groups of three to five persons.

2. A 12" X 18" of construction paper will be used by the entire group, rather than the individual 9" X 12".

3. Each group is given the problem of finding two pictures of people in each age group. The groups can discuss the categories and reason the groupings.

Classification Activity

1. Materials needed include:

   a. Five boxes of the same size. Place a picture of a person on each of the boxes. Pictures should consist of a babu, a Kindergartener, a teenager, an adult, and an elderly person.

   b. Twenty or more objects commonly found around the house or in a school such as a rattle, a baby bottle, a large pencil, a pen, a spoon, a water or milk glass, coffee cup, a measuring cup, books of different reading levels, kitchen tools, mechanical tools, grooming items, toys, and games.

   c. A large box or container to hold all the items.

2. Remove items individually from the large container. Begin with items which very obviously belong to one specific age group. Discuss each item as to which of the smaller boxes it belongs, according to the picture on the box.

Filmstrips

"A Boat Named George." Chicago: Society for Visual Education (SVE).

"People Are Like Rainbows." Chicago: Society for Visual Education (SVE).

SECTION II: FEELINGS

Happiness, sadness, loneliness, fear, anger and love know of no age limits. As Kindergarteners are in the age of magic and make-believe and aged individuals are in change of life, these emotions may play a major role in the thoughts of all the participants. By fostering an understanding of some of these major emotional feelings, and by sharing individual feelings, we learn that these sentiments are fairly universal and we can possibly learn to deal with them.

Objective

To examine the major emotional feelings, and to discuss shared emotional responses, leading to an understanding of dealing with these emotions.

Discussion I

1. Provide large pictures demonstrating emotions such as happiness, sadness, fear, loneliness, anger and love. Many school libraries have large poster-type portraits of children showing these emotions. School supply hourses and book stores generally carry these commercial packages at a minimal price. Magazine pictures can also be cut out and mounted on construction paper frames.
2. Discuss each picture individually. The leader or teacher might pose such questions as:

    a. How do you think the person in this picture feels?

    b. Why do you think the person in the picture feels this way?

    or What do you think happened to the person in this picture?

    c. Did you ever feel like the person we see here?

    d. What happened to make you feel this way?

    or What would make you feel this way?

e. (In discussing fear, loneliness, sadness, and anger) What could happen to change the way this person feels?

Discussion II

1. Divide the participants into small discussion groups. Each group should have a leader.
2. Each group selects one emotional feeling to discuss in further detail.
3. Group leaders encourage conversation and communication on such areas as:
   a. Incidents which cause one to feel this way.
   b. Ideas from members of the group on how to deal with these feelings.

Game: Happy Face - Sad Face

1. Provide for the participants:
   a. Individual sheets of 9" X 12" manila paper.
   b. Circle patterns (8" in diameter) to trace.
   c. Scissors to cut out circles.
   d. Crayons to color a face on each side of the circle.
2. Participants sit in a circle formation so that everyone involved can be seen by the others.
3. Each person holds his "Happy Face - Sad Face" circle in front of him to be seen by all.
4. The teacher or leader reads from the list of situations, and as each situation is described, the participants show a happy or sad face to show how they would feel.

Situations:

1. When I woke up this morning, the sun was shining, birds were singing, and the sky was so blue. I felt ...

2. Then I started to get dressed for the day. I went to my closet to get my favorite shirt, but when I put on that favorite shirt, I found a big hole in it. I felt ...

3. I fixed that hole in my favorite shirt, and put it on. I felt ...

4. I went to the kitchen for a nice, big breakfast. I reached for a box of my very favorite cereal, and it was empty. I felt ...

5. My friend called me on the telephone. He said he was having pancakes for breakfast. He asked me if I could come over and eat breakfast with him. I felt ...

6. After a nice, big breakfast with my friend, we decided to go to the park. I felt ...

7. At the park, we found a little boy who had lost his dog. The little boy could not find that dog anyqhere. I felt ...

8. My friend and I helped the little boy look for his lost dog. We looked and looked. Finally, we found that little dog. It was sitting on the little boy's front porch! I felt ...

9. The little boy told me that I was nice. I felt ...

10. Then my friend and I went to my house to watch TV. I turned on my very favorite program. My friend said that he did not like that show and he wanted to watch a program that I did not like. I felt ...

11. Since we did not want to watch the same TV show, my friend saud that we might have fun if we played a game. I felt ...

12. I wanted to play a card game, but my friend didn't want to play cards. I felt ...

13. My friend said he was going to leave, and go to see someone else. I felt ...

14. I was all alone. I felt ...

15. I saw that someone new was moving into the house next door. I went over to meet the new people. They are nice. I felt ...

16. My new neighbors said they would like living by me. They said that we could be good friends. I felt ...

17. I went home and ate my favorite dinner. I even had my favorite ice cream for dessert. I felt ...

18. I went and took a hot bath. I felt ...

19. I got ready for bed. When I started to brush my teeth, I found that I was out of toothpaste. I felt ...

20. I read my favorite story before going to sleep. Everytime I read this book, I feel ...

Art & Language Experience Activity

1. Make a "Happiness Is..." book for the class library using the following materials:

   a. 9" X 12" manila paper for each participant

   b. 9" X 12" colored construction paper or posted board for book cover

   c. Crayons or colored markers to draw pictures

   d. Felt tip marker to write sentences about the pictures

   e. Brads to fasten the book

2. Students and elderly participants draw a picture of what happiness is to them.

3. Write a sentence about each of the pictures, such as "Happiness is riding my new bike." or "Happiness is being with my family."

4. Place the completed book in the library or in some place where the students can spend time reading it. Some of the Kindergarteners will be able to read portions of the material by looking at the pictures and knowing the basic sentence structure.

Classification, Matching, and Math Activity

1. Make this activity using:

   a. Pictures of faces (2" in diameter) in these quantities: 1 angry face, 2 frightened faces, 3 sad faces, 4 lonely faces, and 5 happy faces.

   b. A muffin or cupcake tin consisting of 6 cups.

   c. Numerals 0 to 5 written at the bottom of each of the muffin or cupcake cups.

2. Students match and classify the faces and make them into sets.

3. The sets of faces are placed in the corresponding cup by the students.

NOTE: This activity can be made to be self correcting by providing some type of marking on the back of the pictures of faces.

Poems

Aldis, D. Whistles. In Clithero, S., Beginning-To-Read Poetry. Chicago: Follett Publishing Co., 1967.

Aldis, D. Everybody Says. In Thompson, B., All the Silver Pennies. Toronto, Ontario: The McMillan Company, 1969.

Neville, M. Lemons and Apples. In Arbuthnot, M.H. & S. L. Root, Time for Poetry. Glenville, Ill.: Scott, Foresman, & Co., 1968.

Stories to Read

Anglund, J. W. Love is a Special Way of Feeling. New York: Harcourt, Brace, & World, 1960.

Berger, T. I Have Feelings. New York: Human Sciences Press, 1971.

Carley, W. Is Anybody Listening? Champaign, Ill.: Garrard Publishing Co., 1971.

Dynn, P. & Tris. Feelings. Mankato, Minn.: Creative Educational Society, Inc., 1971.

Fassler, J. My Grandpa Died Today. New York: Human Sciences Press, N.D.

Fassler, J. The Boy with a Problem. New York: Human Sciences Press, N.D.

Kroll, Steven. That Makes Me Mad. New York: Panthoon Books, 1976.

Viorst, J. Alexander and the Terrible, Horrible, No Good, Very Bad Day. New York: Atheneum, 1973.

Waber, B. I Was All Thumbs. Boston: Houghton Mifflin Co., 1975.

Wells, R. Noisy Nora. New York: The Dial Press, 1973.

Wittles, H., & Griesman, J. Things I Hate. New York: Human Sciences Press, N.D.

Wolcott, P. Beware of a Very Hungry Fox. Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1975.

Zolotow, C. My Grandson Lew. New York: Harper & Row Publishers, 1974.

Zolotow, C. The Quarreling Book. New York: Harper & Row Publishers, 1963.

Songs

"Feelings." Palmer, H. Getting to Know Myself. New York: Activity Records.

"What Do People Do." Palmer, H. Getting to Know Myself. New York: Activity Records.

Filmstrips

"Emotions and Their Many Faces." Boulder, Colorado: Learning Tree Filmstrips.

"Everyone's Felt Like That." Boulder, Colorado: Learning Tree Filmstrips.

"How Do I Feel?" Chicago: Encyclopaedia Britannica Educational Corporation.

"It's Not Bad to Be Mad." Boulder, Colorado: Learning Tree Filmstrips.

"Living with Emotions." Boulder, Colorado: Learning Tree Filmstrips.

"What is an Emotion?" Boulder, Colorado: Learning Tree Filmstrips.

"When I Feel Afraid." Chicago: Encyclopaedia Britannica Educational Corporation.

"When Things Go Wrong." Chicago: Encyclopaedia Britannica Educational Corporation.

"Your Very Own Feelings." Boulder, Colorado: Learning Tree Filmstrips.

SECTION III: FRIENDS

"Loneliness is being along when you don't want that." So states Alex Comfort in his book, A Good Age. The author further adds that "Probably the first point to remember is that cities produce, or contain, lonely people of all ages -- including teenagers."[8] Additionally, the Kindergartener, just beginning to emerge from an age of ego-centrism to that of discovering others, is learning to cope with the joys and sadness of friendships. The need for other people pertains to young and old alike.

Objective

To understand that friendships are an important part of life, at any age.

Discussion I

1. Ask participants to provide examples of a friend.
2. Ask participants to further elaborate on this by describing a special friend.
3. Describe further examples of friends by discussing other types of friends such as:
    a. People in your family who are friends
    b. People in your neighborhood who are friends
    c. People at school who are friends
    d. Helpers in the community or neighborhood who are friends (teachers, policemen, firemen, doctors, dentists, mailmen, and people who work in stores or provide services)

4. Ask participants to classify and make conclusions about friends.

Discussion II

1. Break into small discussion groups, each with a leader.
2. Discuss aspects of friendships through questions such as:
   a. What special things do you like about your friends?
   b. What things do you like to do with your friends?
   c. What is the nicest thing that a friend ever did for you? or What special thing did your friend do to make you happy?

Discussion III

1. In small discussion groups, each with a leader, focus in on what makes the individual group members a good friend.
2. Discuss attributes such as:
   a. Why do you think your friends like you?
   b. What do you do so that your friends think you are a good friend?
   c. Tell us about a time that you made your friend happy? How did you feel when you made your friend happy?

Sharing Experience

1. Have each participant think of one very nice thing that they could do to make a friend happy. Discuss the alternatives. Each answer is correct as each of the participants needs to express friendship in a way which is appropriate to his own personality and circumstances.
2. Each of the participants will have an opportunity to do this one very nice thing for a friend after school or the discussion session.
3. The next day, the participants can share their experience with the others through a means such as:

a. Drawing a picture which demonstrates the experience to the others. The participants might talk about the picture and then place it on the bulletin board.

b. Verbal expression before the rest of the group.

c. A language experience story writing activity.

4. Follow up the sharing of this experience by asking the participants to describe:

a. How the person felt when this nice thing was done.

b. How the participant felt when he did this.

c. Whether or not they would like to have other people to do things like this for them.

Role Play

1. Make or purchase a large doll or stuffed animal. This could be made from fur material and stuffed with old panty hose or stockings. Add arms, legs, and eyes to make a very simple doll.

2. Tell the participants that they will have a new person (which will be the doll) join the group tomorrow. Discuss:

a. How the new person might feel.

b. What can be done to make this new person feel welcome.

3. On the following day of school, introduce the rag doll or stuffed animal to the participants (the doll will need a name). When the teacher or leader treats the doll as if it were a real person, the students and other participants will follow the lead.

4. Provide opportunities for all participants to help make the new person welcome. Allow the participants to verbalize as to how they think the new person is feeling.

NOTE: Dolls or stuffed animals used for role play can be an enriching portion of the classroom experience throughout the year. Students can often work out problems in living, both at home and at school, through this method. Additionally, students can practice such things as good manners, giving compliments, and sharing through creative play with the doll or stuffed animal.

Books to Read

*Curry, N. My Friend is Mrs. Jones. Glendale, California: Bowmar Publishing Co., 1967.

Finfer, C., Wasserberg, E., & Weinberg, F. Grandmother Dear. New York: Follett Publishing Co., 1966.

Hoban, R. Best Friends for Frances. New York: Harper & Row, 1969.

Hoff, Syd. Who Will Be My Friends? New York: Harper & Row, 1960.

*Jaynes, R. Friends! Friends! Friends! Glendale, California: Bowmar Publishing Corp., 1967.

Sharmat, M. W. Gladys Told Me To Meet Her Here. New York: Harper & Row, 1970.

Udry, J. M. Let's Be Enemies. New York: Harper & Row, 1961.

Wing, H. R. Ten Pennies for Candy. New York: Holt, Rinehart & Winston, Inc., 1963.

Zolotow, C. My Friend John. New York: Harper & Row. 1968.

Zolotow, C. The New Friend. New York: Abelard--Schuman, 1968.

* Denotes books published by Bowman Publishing Corp. which also have records and tapes.

Filmstrips

"All Kinds of Friends." Chicago: Encyclopaedia Britannica Educational Corp.

"Are You Being the Right 'Kind'?" Boulder, Colorado: Learning Tree Filmstrips.

"Friends." Chicago: Encyclopaedia Britannica Educational Corp.

"Friends Together - What We Can Do." Mahwah, New Jersey: Troll Associates.

"Our Friends." Boulder, Colorado: Learning Tree Filmstrips.

"The Feather That Was Lost." Chicago: Society for Visual Education.

"The Kingdom of 'Kind'." Boulder, Colorado: Learning Tree Filmstrips.

"The Lion and The Mouse." Chicago: Society for Visual Education.

"Who Do I Like To Be With?" Chicago: Encyclopaedia Britannica Educational Corp.

SECTION IV: PETS

In his book, A Good Age, Alex Comfort[9] points out that, "Pets, because they are age-blind and don't answer back, often make better company in an agist society than most people. Pets are not a substitute for people, but they can lighten loneliness." However, pets provide good companionship for people of all ages, including the five or six year old child. Pets do not tell you to make your bed, brush your teeth, or that you did another dumb thing. In addition, pets provide a Kindergartener with an opportunity to learn responsibility and caring for others.

Objective

To learn that pets are good friends and company for young and old alike, and that they need proper care.

Discussion I

1. Ask participants to give some examples of pets. Encourage contributions on some more unusual pets, such as monkeys or snakes, to foster the understanding that there are many different types of animal friends.
2. Ask participants to describe a special pet that they have owned or know of. Exchange information on:

a. Habits of this pet

b. Care of the pet

c. Whether or not this pet could be considered a friend

Pet Show

1. Motivate this activity by reading the story Pet Show, by Ezra Jack Keats (MacMillan Publishing Co., Inc., New York, 1972). The story also includes some interesting ideas for prizes to be awarded to the pets. This might provide an interesting addition to the class pet show.

2. Send notes home with the students which will explain to the parents:

a. The date and time that pets will be allowed in school.

b. Proper cages or restraints for the pets.

c. Certain types of pets should have a parent assist in the handling during this event.

3. Prepare any awards or prizes if you wish to have them

4. When the participants bring pets for the show, ask them to be prepared to tell the others:

a The type of pet.

b. The habits of the pet.

c. What the pet eats and how often it needs to be fed.

d. Where the pet sleeps and its sleeping habits.

e. Any special care required by the pet.

f. A special story about this pet.

Listening Center

1. Secure easy to read books, pre-primers, and primers dealing with the subject of pets. Many school libraries have a number of these stories available.

Some suggestions are:

Frith, M. I'll Teach My Dog 100 Words. New York: Random House, Inc., 1973.

Ginsburg, M. Three Kittens. New York: Crown Publishers, Inc., 1973.

Hoban, T. Where Is It? New York: MacMillan Publishing Co., 1974.

Osswald, E., & Reed, M. M. My Dog Laddie. New York: D. C. Heath & Co., 1941.

Osswald, E., & Reed, M. M. Shadow The Cat. New York: D. C. Heath & Co., 1950.

Osswald, E., & Reed, M. M. Penny the Puppy. New York: D. C. Heath & Co., 1961.

Sondergaard, A., & Reed, M. M. Maybelle the Donkey. New York: D. C. Heath & Co., 1951.

Wolcott, P. Where Did That Naughty Little Hamster Go? Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1974.

2. Make a tape of your voice reading the story. Include some type of bell or tone to indicate the turning of pages.

3. Provide some type of listening station in which the students can hear and read the story.

Math Activity: One to One Correspondence

1. Find small pictures of pets, and glue them on cards of appropriate size (3" X 5" or 4" X 6"). At the bottom of the card, write the number which corresponds to the number of pets or animals in the picture. Cut the cards, separating the picture protion from the numeral portion, in a puzzle-like fashion, which will make the activity self proving.

2. Place the puzzle parts in a container. Students must find the pets which match the numeral, and connect the puzzle parts.

Eye-Hand Coordination: Tracing & Cutting Shapes of Pets

1. Make several simple shapes of pets (fish, turtle, hamster, dog, cat, horse) on tag board or light cardboard. Old cereal boxes or pizza packages work well, and are very inexpensive. Cut out the shapes so that students can trace around them.

2. Place pet shapes on a table, desk, or at a center with the following equipment:

   a. Pencils or marking pens to trace shapes.

   b. Crayons or felt tip markers to color shapes.

   c. Paper of the appropriate size.

   d. Scissors to cut out shapes.

Art Activity: Mural of Students with their Favorite Pet

1. Materials needed for this activity include:

   a. Butcher paper for the mural.

   b. Crayons, marking pens, or paints.

2. Students and elderly participants make a picture of themselves with their favorite pet. If one of the individuals does not have a pet, they might draw or paint a pet that they would like to have.

Reading and Art Activity: Picture Book or Dictionary of Pets

1. The materials needed include:

   a. Pages for the book.

   b. Magazines or catalogs from which animal or pet pictures will be cut.

   c. Scissors to cut out the pictures.

   d. Glue to attach pictures to the pages of the book.

   e. Colored construction paper or poster board for a book cover.

   f. Markin pen to label the kinds of pets.

2. Participants locate and cut out pictures of pets in the magazines and catalogs. They are then pasted to the pages and labeled.

3. When book or dictionary is completed, place in a reading corner or library center for use by the students.

Guest Speaker

1. Invite a veterinarian, pet shop owner, or breeder to speak to the group about pets.

2. The guest might:

   a. Show a few pets.

   b. Discuss the care of various types of pets.

A Classroom Pet

Note: Through observation of pets, children can gain an understanding of many aspects of human life. Pregnancy, birth, care of young, aging, and death are just a few of the processes which can be demonstrated by pets. Additionally, pets can also help to build a sense or responsibility. As pets are dependent upon humans for care, owners are obligated with this responsibility. Children are eager to help with the care of pets, and that care is a motivational factor for responsibility.

1. Have the students discuss alternatives for a classroom pet, and decide which would be the best choice. Some successful school pets are hamsters, gerbils, guinea pigs, rabbits, mice, snakes, parakeets, and fish.

2. Participants could have some type of fund raising project to earn money to purchase the pet(s), necessary equipment, food, and maintenance supplies.

3. Participants can prepare the new home for the pet(s).

4. Have a "brain storming" session and election for the names of the new pet(s).

5. Provide a guest speaker, movies, filmstrips, and books to learn more about the classroom pet(s).

6. Set up a schedule for care of the pet(s) and designate some of the responsibilities.

7. Observe and chart the growth or other aspects of the pet(s).

8. Write a language experience story about the pet(s).

Poems

Asquith, H. The Hairy Dog. In: Arbuthnot, M. H., & Root, S. L. (Eds)., Time for Poetry. Glenview, Ill.: Scott, Foresman, & Co., 1968.

Lee, J. My Kitten. In: Jacobs, L. B. (Ed.), Poems About Fur and Feather Friends. Champaign, Ill.: Garrard Publishing Co., 1971.

Jackson, K. Silly Puppy. In: Jacobs, L. B. (Ed.), Poems About Fur and Feather Friends. Champaign, Ill.: Garrard Publishing Co., 1971.

Wynne, A. The House Cat. In: Jacobs, L. B. (Ed.), Poems About Fur and Feather Friends. Champaign, Ill.: Garrard Publishing Co., 1971.

Smith, W. J. The Toaster. In: Arbuthnot, M. H., & Root, S. L. (Eds.), Time for Poetry. Glenview, Ill.: Scott, Foresman, & Co., 1968.

Nash, O. The Guppy. In: Jacobs, L. B. (Ed.), Poetry for Chuckles and Grins. Champaign, Ill.: Garrard Publishing Co., 1968.

Stories to Read

Bollinger, A. The Knitted Cat. New York: MacMillan Publishing Co., Inc., 1971.

Bonsall, C. And I Mean It, Stanley. New York: Harper & Row, Publishers, 1974.

Carle, Eric. The Secret Birthday Message. New York: Thomas Y Crowell Co., 1971.

Dobrin, A. Jillions of Gerbils. New York: Lothrop, Lee & Shepard Co., 1973.

Foster, J. Dogs Working for People. National Geographic Society, 1972.

Frith, M. I'll Teach My Dog 100 Words. New York: Random House, Inc., 1973.

Hoban, T. Where Is It? New York: MacMillan Publishing Co., Inc., 1974.

Ginsburg, M. Three Kittens. New York: Crown Publishers, Inc., 1973.

Jackson, K. Pets Around the World. Morristown, New Jersey: Silver Burdette Company, 1965.

Keats, E. J. Hi, Cat! New York: McMillan Company, 1970.

Keats, E. J. Pet Show. New York: MacMillan Publishing Company, 1972.

Keats, E. J. Whistle for Willie. New York: Viking Press, 1964.

Kitt, T. The Secret Cat. New York: Grossett & Dunlap, 1961.

Pape, D. L. A Gerbil for a Friend. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973.

Selsam, M. E. All Kinds of Babies. New York: Four Winds Press, 1971.

Selsam, M. E. How Kittens Grow. New York: Four Winds Press, 1971.

Selsam, M. E. How Puppies Grow. New York: Four Winds Press, 1973.

Selsam, M. E. Let's Get Turtles. New York: Harper & Row, Publishers, 1965.

Selsam, M. E. Plenty of Fish. New York: Harper & Row, Publishers, 1960.

Witty, P. Little Lost Dog. Boston: D. C. Heath & Co., 1955.

Wolcott, P. Where Did That Naughty Little Hamster Go? Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1974.

Songs to Sing

"A Big Surprise." The Magic of Music - Kindergarten. Boston: Ginn & Company, 1970, p. 112.

"Cats and Dogs." Singing on Our Way. Boston: Ginn & Company. 1949, p. 129.

"My Dog." Singing on Our Way. Boston: Ginn & Company, 1949, p. 130.

"My Dog Jack." The Magic of Music - Kindergarten. Boston: Ginn & Company, 1970, p. 113.

"My Three Friends." Singing on Our Way. New York: Ginn & Company, 1949, p. 131.

"Oh Where, Oh Where Has My Little Dog Gone? Singing on Our Way. New York: Ginn & Company, 1949, p. 127.

"You Can't Make A Turtle Come Out." Exploring Music. New York: Holt, Rinehart, & Winston, 1969, p. 79.

Filmstrips

From Encyclopaedia Britannica Educational Corporation, Chicago:

Series 6919	"Bassets Aren't People"
	"Cat On A Leash"
	"The Boy Who Was Afraid of Horses"
	"The Hamster Who Hid"
	"The Parakeet Who Panicked"
	"Trout In A Goldfish Bowl"
Series 8240	"Gordon's Goldfish"
	"Kathy's Kitten
	"Paul's Puppy"
	"Peggy's Parakeet"
	"Roger's Rabbit"
	"Terry's Turtle"
Series 13420	"All Kinds of Birds"
	"All Kinds of Cats"
	"All Kinds of Dogs"
	"All Kinds of Fish"
	"All Kinds of Small Furry Animals"

From Eye Gate Media, Jamaica, New York:

26A	"My Dog and I"
26B	"My Turtle"
26C	"Our Aquarium"
26D	"My Pet Canary Dickie"

26E "My Horse Dobbin"

26F "My Cat Taffy"

26G "Blackie My Dog"

26H "My Bunny"

26I "My Chick"

SECTION V: FOOD

Nutritious food and a balanced diet cannot be underrated in their importance to growing bones, bodies, and teeth. Too frequently, the home environment does not provide the child with a proper diet. Numerous studies have related hyperactivity, high blood pressure, and lack of energy to those children living in the hamburger, french fries, and cola generation. In our fast food society, people of all ages are not eating those foods needed to maintain a healthy body. The implications in children and young adults are tremendous, and they are even worse for middle aged and aged adults.

Objective

To gain an understanding of a well balanced diet and to learn that good nutrition is important to young and old alike.

Discussion I

1. Prepare a large bulletin board (see figure 1), chalk board, wall or flat surface to use as the basis for this discussion.

Insert Figure I about here

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2. Cut out or make pictures to represent the four major food groups:
   a. Meat, fish, poultry, and eggs

b. Milk and dairy products

c. Breads, cereals, and grains

d. Fruits and vegetables

Place these pictures on the surface which has been prepared for this discussion. Allow for additional food pictures to be placed under or around the pictures representing the four food groups.

3. Each student and aged participant will receive one or two pictures of food which will fall in one of the four categories. Commercial pictures are available in many schools, or can be purchased at a book or school supply store at a reasonable price. Pictures of foods can also be cut out of magazines and catalogs.

4. Each of the participants will show the food picture he has to the others. He will tell the name of the food, and place the picture on the prepared surface under the appropriate classification.

5. Other members of the group can help to discuss the proper classifications of the foods. Many of the Kindergarteners might be unfamiliar with the names of the food and how to classify it. The other participants can be most helpful in determining the names and classifications.

Discussion II

1. Use the prepared surface with pictures of foods for the basis of this discussion.

2. Ask participants to name the meals we eat each day (breakfast, lunch/dinner, supper/dinner, and snacks).

3. Discuss each meal individuall, naming the foods we might select to eat at this meal. Also discuss the foods which would make good snacks.

Sharing: Meal Time Choices

1. Over a period of four days, discuss one of the three meals or snack time at the end of each day. Concentrate on each meal individually, and the choices which one can make at that meal.

2. Ask the students to remember what they ate at the meal, so that they can share the choices they made with the other participants on the next day.

Tasting Party

1. Select a few foods from each of the four food groups. You may wish to have some of the more unusual foods available.

2. Discuss the food group in which the food belongs.

3. Make bite sized portions of the foods so that each of the participants may try the food.

NOTE: Many people are afraid to try new foods, or have developed negative feelings towards certain foods for certain reasons. An event such as this often encourages people to try new foods, or to give those foods which they do not like, a second chance.

Groups Art Project: Posters of the Four Food Groups

1. The materials you will need are:
   a. Four sheets of poster board or butcher paper
   b. Scissors
   c. Paste or glue
   d. Magazines and catalogs
   e. A marking pen

2. Divide the participants into four groups. Each group will be making a poster of one of the four food groups.

3. Participants will locate, cut out, paste and label pictures of foods from the specific food group on their poster.

Science and Classification Activity: The Four Food Groups

1. The materials needed are:
   a. Four small boxes or containers, each with a picture on it which represents one of the four food groups;
   b. One large container;
   c. A number of food pictures or cards coded in some manner so that placement in the food groups is self-correcting.
2. Each of the four smaller containers represents one of the four food groups. All food cards are placed in the larger container.
3. Students remove pictures from the larger container and place according to the classification.

Art Project: Visual Representation of Meals

1. The materials needed for the activity include:
   a. A white paper plate for each participant
   b. Scissors
   c. Glue or paste
   d. Magazines
2. Participants locate pictures of foods for their favorite meal. The pictures are cut out and pasted on the paper plate.

Math Activity: One To One Correspondence

1. Materials needed include:
   a. Duplicated sheets (see figure II)
   b. Four styrofoam meat trays or similar containers
   c. Apple, orangesm bananas, and carrots
   d. Crayons

2. Place fruits and vegetables in meat trays or containers in the same order as on the accompanying page. Vary the number of each fruit or vegetable.

3. Students count the fruits and vegetables in the meat trays, and color the corresponding number on the page.

NOTE: You may wish to vary the number of fruits and vegetables in the containers daily to encourage the students to return to the center and work with different numbers.

Insert Figure II about here

Reinforcement Game: Treasure Hunt

1. Remove the pictures of foods from the bulletin board or prepared surface.
2. Hide the pictures around the classroom for participants to find.
3. When all the pictures have been located, participants will again state the name of the food, and place it in the appropriate classification.

Art Activity: Fruit Prints

1. For this activity, you will need:
   a. A number of fruits such as apples, oranges, lemons, and grapefruits;
   b. Tempera paint;
   c. Small containers such as styrofoam meat trays or tin pans from TV dinners or pot pies;
   d. One sheet of white construction paper or manila paper for each participant.
2. Cut each of the fruits in half. Allow to sit over night to dry. If the fruits are juicy, the paint will run or be too watery.

3. Place a small amount of tempera paint in each of the containers. The thicker the consistancy, the better.

4. Participants will place printing surface of fruit in tempera paint and stamp on paper. The fruits should not be twisted, only pressed.

Eye-Hand Coordination: Tracing Fruits and Vegetables

1. The materials needed for this activity include:

   a. Tag board or light card board from cereal boxes, frozen food containers, or backing of tablets;

   b. Pencils;

   c. Crayons;

   d. Scissors;

   e. Small sheets of manila paper.

2. Make outlines of fruits and vegetables on the tag board or light cardboard. Cut out for students to use for tracing.

3. Students trace, color and cut out fruits and vegetables.

Math Activity: Matching Set to Numeral

1. Using white construction paper or poster board, prepare eleven milk bottles or eggs in the following manner:

   a. Cut the milk bottles or eggs in half so that the two portions fit together in a puzzle-like manner;

   b. On the top portion of the milk bottle or egg, place a number from 0 to 10. On the bottom portion, make the corresponding number of dots to match the number above.

2. Students place together the puzzle parts of the milk bottles or eggs, joining the number with the corresponding set.

Memory Game: Going On A Picnic

1. All participants sit in a circle.

2. The first person says, "I am going on a picnic and I am taking _____ (name of food)."

3. Following participants restate the original sentence, name in order the previously mentioned foods, and add the name of a new food.

Poems

Fisher, E. An Egg. In: Jacobs, L. B. (Ed.), Poetry for Chuckles and Grins. Champaign, Ill.: Garrard Publishing Co., 1968.

Songs

"Bake A Cake." Singing on our Way. New York: Ginn & Co., 1949, p. 45.

"The Ice Cream Man." Singing on our Way. New York: Ginn & Co., 1949, p. 64.

Filmstrips

"Good Food-Good Health." Boulder, Colorado: Learning Tree Filmstrips.

"Let's Have A Party." Chicago: Society for Visual Education, 567-1.

Books

Carle, E. The Very Hungry Caterpillar. Collins World.

Hoban, R. Bread and Jam for Frances. New York: Harper & Row, Publishers, 1964.

LeSieg, T. Ten Apples up on Top! New York: Random House, 1961.

McCloskey, R. Blueberries for Sal. New York: The Viking Press, 1948.

Selsam, M. E. More Potatoes! New York: Harper & Row, 1972.

Seuss, Dr. Green Eggs and Ham. New York: Random House, 1960.

SECTION VI: ADDITIONAL SUBJECTS

If time and opportunity allows, there are many additional areas of study in which the young and old together can participate.

Dental Care

Teeth are important to young and old alike. The major concern for the Kindergartener is building strong, healthy teeth to last a lifetime. For the aged individuals, there is a stress on maintaining teeth and dentures. In old age, the mouth frequently changes, necessitating frequent change in dental apparatus to insure proper fit so that one can continue to eat those foods so important to our bodies.

Some ideas for this unit of study are as follows:

1. Discuss care of teeth for both young and old.
2. Visit a Dentist's office or invite a Dentist to come and speak on dental care.
3. Obtain a large set of teeth and an oversized toothbrush to demonstrate proper brushing. Allow students to practice with this set.
4. Make posters on basic rules of dental health and place around the classroom.
5. Set up a reading corner or library with books on dental care. Some of these books include:

Garn, B. J. A Visit to the Dentist. New York: Grossett & Dunlap, 1959.

Kessler, E., & Kessler, L. Our Tood Story. New York: Dodd, Mead, & Company, 1972.

Rockwell, H. My Dentist. New York: Greenwillow Books, 1975.

Showers, P. How Many Teeth? New York: Thomas Y. Crowell Co., 1962.

Exercise

Exercise needs to be life-long and continuous. An exercise program can be set up for the Kindergarteners in the classroom. The aged individuals will need a separate program and should have a doctor's approval. By stressing exercise in the classroom, hopefully, many of the aged participants will work on exercise on their own.

Some ideas for this unit of study are as follows:

1. Set up an exercise program for the Kindergarteners which encourages coordination and use of gross muscles. Have the aged individuals help the young children. They could help with ball handling skills, the bean bag, spotting for gymnastics, or by being in charge of a small group of children using the balance beam or other apparatus.
2. Base some discussions around the importance of exercise and ways in which one can exercise.
3. Involve all participants in some simple dances.
4. Obtain schedules of classes offered at the Y, schools or other facilities, and share them with the participants.

Hobbies

Outside interests and hobbies are important to people of all ages. Through the sharing of hobbies, the participants might further the knowledge of others in areas such as 1) hobbies and interests available, 2) where to get materials for the hobbies, and 3) new information on hobbies which individuals have already established.

In order to study some of the hobbies of the members of the group, the participants might:

1. Have a sharing time for hobbies.

2. Read further about the hobbies at a reading corner or library.
3. Take a field trip concerning some of the hobbies.

Study of Famous People

Many persons have made great contributions or done great things while in their more elderly years. Depending upon materials available to you, you might wish to set up a center of study or do presentations on some of the following people.

1. Florrie Ball, a motorcycle enthusiast in Lancashire, England.
2. George Burns, comedian and film star.
3. Marc Chagall, artist.
4. Maurice Chevalier, actor.
5. Charles Darwin, theory of evolution.
6. Cecil B. DeMille, film director.
7. Thomas Alva Edison, inventor.
8. Duke Ellington, musician.
9. Bob Hope, comedian.
10. Duncan MacLean, Veterans' Olympic champion.
11. Anna Mary Moses, (Grandma Moses) artist.
12. Pablo Picasso, artist.
13. Albert Sweitzer, doctor.
14. John Wayne, actor.
15. Mae West, actress.

SECTION VII: YEAR ROUND PROGRAM

There are many opportunities for the young and old to work together in the schools and other facilities. A year round program can be expanded to

meet the needs of your own Kindergarten. A continuous program would not only bring joy and friendship to those involved, but could also be an asset to the classroom learning environment.

Such a program could take place both in the classroom, and possibly outside of the classroom. A retirement home, community building, or the homes of the elderly could provide the setting for some of these activities.

The activities and programs listed below can be easily adjusted to meet the needs of your own particular situation. Many variables will influence the nature of your project. Time available, transportation, proximity of facilities, interests of participants, and the philosophy of your Kindergarten program are only a few of the variables to consider.

Language Experience Writing

As most Kindergarteners are unable to write stories, you might offer them the opportunity to create some tales with the assistance of an elderly person. A program could be designed whereby aged individuals help the students to write stories. The children could dictate the stories to the elderly people.

Story Time

Aged individuals could spend time reading stories to small groups of children.

Gardening Activity

If you have an aged participant who is knowledgeable in the field of gardening, you may wish to set up some type of gardening program. Perhaps the class could have a special place to raise vegetables and other plants.

Woodworking Activity

If you have an elderly participant who works with wood, a location could be set up for woodworking.

Cooking Activities

Cooking and baking projects are a favorite of young and old alike. And eating the finished product is even more fun. There are a number of fine children's cook books, and possibly some of the aged participants have some great recipes to share.

Music Appreciation

Singing and dancing are loved by people of all ages. Community sings and dances would be well enjoyed by both the young and old. Perhaps one of the aged participants plays an instrument or knows some folk dances.

Both the aged and the students can participate in the singing and dancing. However, musical programs, staged by children for the elderly, are also very appreciated.

Dramatics

Elderly participants might be interested in helping the children to present a dramatic production. In other cases, a class might enjoy performing a play before an audience at a retirement home or community center.

Hobbies

Many of your elderly participants might have some hobbies which would greatly interest the children. Hidden within the facade of the activity, one might find eye-hand coordination, language development, or gross motor skills. Working with these hobbies, not only would be very fun and enjoyable, but a great learning experience.

Art Program

You might have some elderly participants who would be interested in assisting or directing art projects on a regular basis.

Games

Perhaps a program could be set up whereby the Kindergarteners and aged individuals gather on a frequent basis to play games together. Many of these games might be reinforcement or enrichment activities for the young students.

Field Trips

Transportation is sometimes a problem for the elderly. Many would welcome an opportunity to join the class on a field trip. New opportunities for learning could be offered to young and old alike.

Nature Walks

Perhaps you have available to you an elderly person who is knowledgeable in nature. You might wish to set up a series of nature walks to help the children learn more about the life out of doors.

Photography

If one of the aged participants works with photography or movies, you might have that person assist the class in making a pictorial study.

Opportunities for youth and aged to work and learn together are boundariless. They provide an enjoyable learning and sharing experience for all, and can be a great asset to the Kindergarten program.

FOOTNOTES

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3. The authors wish to thank Vera Carter and Vera Semff, Kindergarten teachers at Foreman Elementary School, Plano, Texas, for their helpful suggestions. A special thanks to Doris Carter for typing this manuscript. We also wish to acknowledge Jane Dunlop, librarian at Foreman Elementary School for her assistance in helping to locate quality, up-to-date material.

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FIGURE I

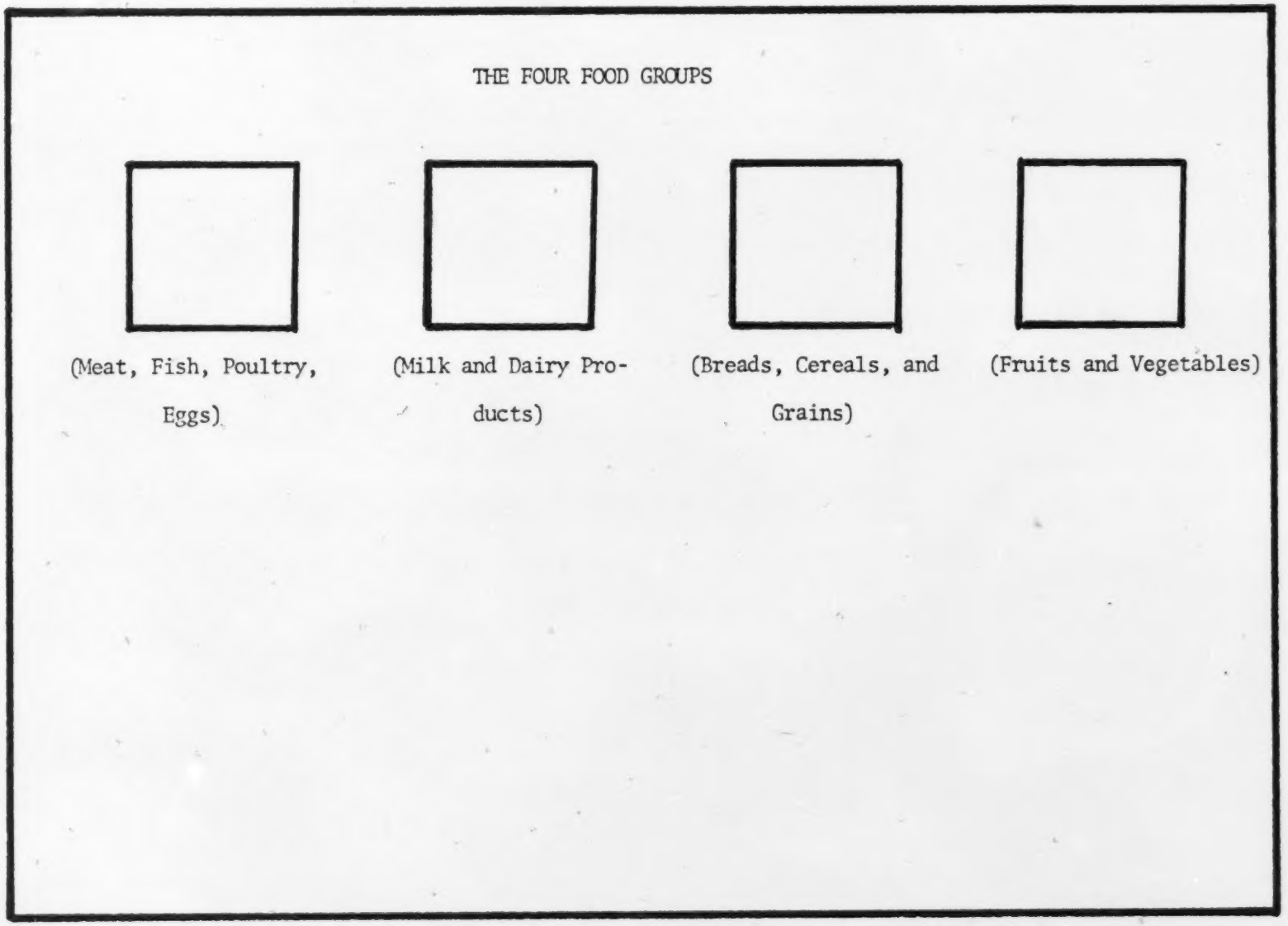
THE FOUR FOOD GROUPS
(Meat, Fish, Poultry, Eggs)
(Milk and Dairy Products)
(Breads, Cereals, and Grains)
(Fruits and Vegetables)

FIGURE II

My name is .